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ABSTRACT

In June, 1989, 45 students finished their program at Saginaw, Michigan's Center for the Arts and Sciences (CAS) and graduated from their home high schools. Questionnaires assessing what graduates were doing 9 months after graduation were mailed to all graduates in March, 1990. Findings from the 25 graduates who returned completed questionnaires revealed that all were enrolled in schools, colleges, or training programs pursuing fine arts and letters (32%), education and social services (24%), commercial arts and communications (12%), engineering and architecture (8%), medicine and health services (8%), law and government (8%), and science and agriculture (4%). Sixty-eight percent were working, and 44% planned on pursuing additional degrees after the completion of their present program. Two personal problems were mentioned: worrying about being as successful as others want (28%) and self-imposed pressure to succeed (24%). Almost three-quarters of the graduates reported having had a mentor while in the CAS program and most had kept in contact with these mentors. Graduates reported that the CAS program had offered better educational programs or opportunities than their home schools, had teachers who took a personal interest in the students, and provided a broad area of intellectual and artistic stimulation. Graduates thought that the CAS program could be improved by allowing more opportunities to socialize between classes and being more selective of students entering the program. (Sample letters to graduates and the follow-up questionnaire are appended.) (NB)

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EVALUATION REPORT

THE CENTER FOR THE ARTS AND SCIENCES

FOLLOW-UP STUDY OF 1989 GRADUATES

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

U.S. DEPARTMENT OF EDUCATION
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THE CENTER FOR THE ARTS AND SCIENCES

FOLLOW-UP STUDY OF 1989 GRADUATES

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

Department of Evaluation, Testing and Research

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May, 1990

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INTRODUCTION

In June, 1989, 45 students finished their program at the Center for the Arts and Science (CAS) and were graduated as seniors by their home high schools. To determine what they have been doing nine months since graduation the Department of Evaluation Services in conjunction with the CAS program director revised the 1988 graduate follow-up questionnaire of 42 items to a 36 item instrument (see Appendix A for a copy of the instrument and cover letter used) which was mailed to each graduate on March 1, 1990. A second mailing to non-responding graduates was sent out on March 30, 1990, along with another questionnaire (see Appendix B for the cover letter of the second mailing). The questionnaire directed respondents to identify their educational and/or employment status, specify the perceived problems they encountered either in the work force or post high school education, describe their present schooling, detail their experiences with mentor(s), evaluate their CAS experience, and describe their present accomplishments and their goals for the future. Those findings are contained in Appendix C and represent all the responses received by April 27, 1990.

The results of this study should provide administrators, teachers, and counselors with data to further assist them in instructional and curricular planning to better meet the needs of secondary gifted and talented students. However, individual responses from the graduates may reflect on their experiences in the CAS program, their home high school, or a combination of these two educational experiences. Thus the responses to questions must be understood within the context of the multiple educational experiences of each graduate.

DEMOGRAPHIC DATA

The 1989 CAS follow-up survey was mailed to 45 graduates (19 from Arthur Hill, three from Saginaw High, seven from Heritage, four from Bridgeport, four from Swan Valley, three from Frankenmuth, and one each from Bay City Central, Bay City All Saints, Buena Vista, Chesaning, and T. L. Handley). Twenty-five questionnaires (55.6%) were returned.

Table 1 below contains a breakdown by ethnic background and sex of those returning the follow-up questionnaire and the CAS 1989 graduating class.

TABLE 1. COMPARISON OF THE 1989 CAS GRADUATE POPULATION WITH THE 1989 CAS GRADUATES RETURNING A FOLLOW-UP QUESTIONNAIRE, BY ETHNIC BACKGROUND, GENDER, AND TOTAL.

Ethnic Background and Gender	1989 CAS Graduates Returning Follow-Up Questionnaires			Population of 1989 CAS Graduating Class	
	Number	Percent of Respondents	Percent of Graduates	Number	Percent
TOTAL	25	100.0	55.6	45	100.0
ETHNIC BACKGROUND					
White	21	84.0	56.8	37	82.2
Black	1	4.0	16.7	6	13.3
Spanish-American	0	0.0	0.0	2	4.5
American Indian	0	0.0	0.0	0	0.0
Oriental	0	0.0	0.0	0	0.0
Unknown*	3	12.0			
GENDER					
Female	10	40.0	37.3	27	60.0
Male	12	48.0	66.7	18	40.0
Unknown*	3	12.0			

*The coding information from these respondents was not available.

A review of the ethnic background of the respondents in Table 1 above shows that 21 (84.0%) were White, 1 (4.0%) were Black, and 3 (12.0%) were not

identified in terms of ethnic background. The graduating class was made up of 37 (82.2%) White, 6 (13.3%) Black, and 2 (4.5%) Spanish-American. As can be seen the percent of White graduates responding was slightly over half (56.8%) while the single Black graduate represented 16.7% of this ethnic group.

The responding graduates were divided almost equally by gender with 48% male and 40% female. The graduating class was made up of 27 (60.0%) females and 18 (40.0%) males. As can be seen the percent of female graduates returning a questionnaire (37.3%) is 22.7% less than females graduating (60.0%) and the percent of males returning a questionnaire (66.7%) is 26.7% more than males graduating (40.0%). Thus males are over represented in the results compared to females based on the graduating class population.

Table 2 below contains a breakdown by exiting course of study, semesters of participation in exiting course of study, and semesters of participation in the CAS program of those graduates returning the questionnaire and the entire CAS 1989 graduating class.

TABLE 2. COMPARISON OF THE 1989 CAS GRADUATE POPULATION WITH THE 1989 CAS GRADUATES RETURNING A FOLLOW-UP QUESTIONNAIRE BY EXITING PROGRAM, SEMESTERS OF PARTICIPATION IN EXITING PROGRAM, SEMESTER OF PARTICIPATION IN CAS, AND TOTAL.

Program and Semesters of Participation	1989 CAS Graduates Returning Follow-Up Questionnaires			Population of 1989 CAS Graduating Class	
	Number	Percent of Respondents	Percent of Graduates	Number	Percent
TOTAL	25	100.0	55.6	45	100.0
COURSE OF STUDY					
Visual Arts	2	8.0	16.7	12	26.7
Theatre	5	20.0	50.0	10	22.2
Voice/Keyboard	4	16.0	57.1	7	15.6
Instrumental Music	2	8.0	40.0	5	11.1
Math/Science	4	16.0	80.0	5	11.1
Dance	2	8.0	66.7	3	6.7
Language Arts	2	8.0	100.0	2	4.4
Global Studies	1	4.0	100.0	1	2.2
Unknown	3	12.0	0.0	0	0.0
SEMESTERS OF PARTICIPATION IN EXITING COURSE OF STUDY					
1	1	4.0	50.0	2	4.4
2	4	16.0	40.0	10	22.2
3	1	4.0	25.0	4	8.9
4	1	4.0	25.0	4	8.9
5	1	4.0	50.0	2	4.4
6	2	8.0	66.7	3	6.7
8	1	2.0	100.0	1	2.2
8.5	1	2.0	100.0	1	2.2
10	1	2.0	33.3	3	6.7
12	9	36.0	60.0	15	33.3
Unknown	3	12.0	0.0	0	0.0
SEMESTERS OF PARTICIPATION IN CAS					
1	1	4.0	50.0	2	4.4
2	4	16.0	40.0	10	22.2
3	1	4.0	33.3	3	6.7
4	1	4.0	25.0	4	8.9
5	1	4.0	50.0	2	4.4
6	2	8.0	66.7	3	6.7
10	0	0.0	0.0	1	2.2
12	9	36.0	45.0	20	44.4
Unknown	3	12.0	0.0	0	0.0

A perusal of the course of study of the respondents in Table 2 above shows that all exiting study areas had 50.0% or more of the responding graduates except for visual arts (16.7%) and instrumental music (4.0%). A review of the semesters of participation in both the exiting study areas and the entire CAS programs shows that they ranged from one to 12 semesters. Participation in both the entire program and exiting areas shows a good sampling of respondents who were short, moderate, and long-term in their lengths of participation.

FINDINGS

The reader is again reminded that the complete findings to each survey question are given in Appendix C.

Highlights

A review of the responses given by the CAS graduates reveals the following:

- All 25 CAS graduates (100.0%) are in schools, colleges, or training programs either full- or part-time .
- A total of 22 (88.0%) attended Michigan schools and four (12.0%) attended out-of-state schools and training programs.
- Most CAS graduates are pursuing as their major field of study: fine arts and letters (32.0%), education and social services (24.0%), commercial arts and communications (12.0%), engineering and architecture (8.0%), medicine and health services (8.0%), law and government (8.0%), and science and agriculture (4.0%).
- Approximately a half of the respondents (44.0%) plan to pursue additional degrees after they complete their present degree program.
- Almost a half of the respondents (48.0%) had no single serious educational problem since graduation or were unwilling to state a problem (no response). The remainder of the respondents mentioned the following:

  - Money problems (32.0%),
  - Unable to establish goals/plan (8.0%),
  - General education classes (4.0%),
  - Can't get motivated (4.0%), and
  - Social adjustment/time allotment (4.0%).

- Of the graduates who are working (68.0%), 23.5% are employed in the same general area they planned while in the CAS program. This lack of match may be due to the fact that most the employment appears to be part-time while they seek further post-secondary education.

- The single most serious <u>personal problem</u> that the graduates have met since graduation include:

  - I am worried that I will not be as successful as people want me to be (28.0%),
  - I impose too much pressure on myself to succeed (24.0%),
  - No problem (8.0%),
  - No response (8.0%),
  - Unable to find any significant activities where my creativity can be expressed (8.0%),
  - No time for social life (8.0%),
  - Unable to find any friends or companions who stimulate me intellectually (4.0%),
  - Lack of money (4.0%),
  - Will I have a good job when I graduate (4.0%), and
  - Not enough performances to play (4.0%).

- During the CAS program most respondents (40.0%) were involved in some activities (3 or 4) followed by:

  - Involved in a large (5 or more) number (24.0%),
  - Involved in basically 1 or 2 activities (24.0%), and
  - Not involved in any activities (12.0%).

- Present involvement of respondents in social service, professional, or civic activities has remained about the same since graduation with 52.0% reporting involvement in a fair amount (over 2) of activities followed by:

  - Involved with a few (1 or 2) in number (28.0%),
  - Involved with many (12.0%), and
  - Not involved in any activities (8.0%).

- Two thirds of the respondents (72.0%) had a mentor while they were in the CAS program.

- The number of mentors while they were in the CAS program varied as follows:

  - One (36.0%),
  - Two (12.0%),
  - Three (16.0%), and
  - Six (4.0%).

- A total of 51.6% of the respondents indicated their mentor was a teacher; 9.7% indicated a student who was in the program during the same time; and 6.4% each indicated a counselor, parent, and a student who was in the program before me.

- Almost all of the respondents (88.9%) reported they still communicate with their mentor(s).

- Three or more respondents reported the following strengths of the CAS program:

  - Better educational programs and enhanced opportunities than my home school offered,
  - Provides one-on-one between students and teachers,
  - Offered a capable staff of caring teachers,
  - Provides students with a broad area of intellectual and artistic stimulation,
  - Being with young adults that you can relate with,
  - Allowed me to excel in a class I enjoyed,
  - Gave a feeling of closeness or a family like environment, and
  - A relaxed, friendly and easy-to-learn in atmosphere.

- Two or more respondents offered the following ways the CAS program could be improved:

  - Too segregated between classes, not enough social opportunity between different classes of study,
  - Be more selective of students who are allowed to enter,
  - Give the students more freedom and chances at independent study,
  - A full transcript for all areas of study,
  - Get the new administration to loosen up,
  - Teachers and staff should be more understanding of outside and extra curricular activities,
  - Teachers and counselors shouldn't show special attention to favorite students, and
  - Increase pride in the school as a whole, make it a school rather than a class.

- Professional goals ten years in the future for the CAS graduates included the following:

  - Finish with my masters in both mass media and theatre, plus working either at a TV studio as a broadcaster or in some field in the theater;
  - After graduating in my special field, I hope to have a stable job in which I'm happy doing;
  - Hope to own a health and beauty spa;
  - Teaching - most likely in an English and writing class and maybe publishing, some writing;
  - Hopefully, I will have a good job as a dental assistant and my degree in health systems management. This will give me a better job title and make me more marketable;
  - Making a lot of money at whatever I feel like doing with computers;
  - I should be teaching in an elementary school, grade K-3;
  - Working for a large company designing and/or constructing prototypes;
  - Working as a physical therapist at a large hospital;

- Become a professional motion picture writer/director and own my own "working" studio;
- Working in some aspect of international relations, either in diplomacy/government, nonprofit organization or unisity records;
- Writing novels and short stories and/or writing advertising copy;
- Career in environmental engineering and moving up into management positions;
- Working and married;
- Have a career performing as a professional vocal performer or teaching secondary education in a performing arts class;
- Head of security for a major corporation;
- Still plan to be involved in theater;
- Working as a graphic designer or photographer;
- Working in the commercial arts field as an illustrator designer;
- Teaching music and maybe go back for my masters to teach at a college level;
- Being involved in the entertainment business as a performer guitarist/song writer as well as on the business end by owning my own publishing and production company;
- Either teaching others about changing our life-styles/ attitudes or helping to save the environment from absolute destruction by enacting legislation that will provide for this;
- Start teaching, living in a studio apartment, entertaining in a small jazz club in the heart of Atlanta, Georgia; and,
- Teaching at a university and performing with various groups.

SUMMARY

The most significant results of the follow-up study of Saginaw's 1989 Center for the Arts and Sciences (CAS) students who graduated as seniors from their home high school and recommendations relative to improving such CAS studies in the future have been presented. Data after nine months of leaving school relative to the CAS graduates' post-high school education and employment, perceptions of post-high school problems, levels of off-the-job activity, levels of involvement with high school mentors, and evaluations of their CAS experience were sought.

From the survey data there emerged some important points. They included:

1. Of the 25 respondents:

   - All were in school, college, or training programs full- or part-time,
   - 68.0% were employed in some way to help themselves through school, and
   - 44.0% plan on pursuing additional degrees after the completion of their present program.

2. Seven general areas of study summarize their current areas of emphasis. They included:

   - Fine arts/letters (32.0%),
   - Education and social studies (24.0%),
   - Commercial/and letters (12.0%),
   - Engineering/architecture (8.0%),
   - Medicine/health services (8.0%),
   - Law and government (8.0%), and
   - Science and agriculture (4.0%).

3. Two personal problems were mentioned as most serious. They were:

   - Worried about being as successful as others want me to be (28.0%), and
   - Self-imposed pressure to succeed (24.0%).

4. Off-the-job activities of CAS graduates have remained approximately the same as during their high school days. Their report of this activity presently included:

   - 52.0% with many activities,
   - 28.0% with a few (1 or 2), and
   - 12.0% with a fair amount (over 2),
   - 8.0% with no activities.

5. Almost three quarters of the graduates (72.0%) had one or more mentors while in the CAS program and 88.9% of these graduates have kept in contact with these mentors.

6. Most respondents agreed that the CAS program had the following strengths:

   - Better educational programs/opportunities than home school,
   - Caring teachers that take a personal interest in their students on a one-to-one basis, and
   - Provided a broad area of intellectual and artistic stimulation.

7. Two major ways to improve the CAS program were:

   - Allow more opportunities to socialize between classes, and
   - Be more selective of students entering the program.

APPENDICES

APPENDIX A

550 Millard
Saginaw, Michigan 48607
(517)776-0200

Foster B. Gibbs, Ph.D., Superintendent

March 1, 1990

Dear 1989 CAS Graduate:

Don't worry, we aren't selling encyclopedias or asking for a donation. All we want is a few minutes of your time to fill in a questionnaire about your experiences during high school and following graduation.

You are not alone in this venture. The Department of Evaluation Services of the Saginaw Public Schools is sending this Follow-Up Questionnaire to the entire 1989 graduating class of the Center for the Arts and Science (CAS). We are trying to learn about the Class of 1989 and how former students feel about their school education. This information will help us improve Saginaw's gifted and talented educational programs. Your individual responses will be kept confidential and will be summarized along with those of other Saginaw CAS graduates.

Please complete the enclosed questionnaire and return it to us as soon as possible. We have even provided a pre-addressed, stamped envelope for your convenience. What could be easier?

Your cooperation is appreciated. Best of luck to you in the future.

Sincerely,

Foster B. Gibbs

Foster B. Gibbs, Ph.D.
Superintendent of Schools

Enclosures

Board of Education
James W. Woolfolk, President Ruben Daniels, Vice-President Ruth A. Braun, Secretary Richard J. Stringer, Treasurer
Michael L. Kiefer, Trustee Thomas S. Tilot, Trustee Hazel R. Wilson, Trustee

APPENDIX A

School District of the City of Saginaw, Michigan
Department of Evaluation Services
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A FOLLOW-UP STUDY OF 1989 GRADUATES FROM THE CENTER FOR THE ARTS AND SCIENCES (CAS)

DIRECTIONS: For multiple-choice questions, read each question carefully and then check the number to the left of the response that best describes your answer. For questions requiring a written response, read the question carefully and then print your answer on the line provided.

1. Which of the following categories best describes what you primarily are doing now? (Check one)

___ 1. In school, college, or a training program full-time
___ 2. In school, college, or a training program part-time
___ 3. Employed, full-time (30 or more hours per week)
___ 4. Employed, part-time (less than 30 hours per week)
___ 5. In the military service
___ 6. Unemployed, seeking employment
___ 7. Unemployed, not seeking employment
___ 8. Laid off
___ 9. Homemaker
___ 10. Other: (Please specify) _____

2. If you are currently attending a school, university, or college please list the name of that institution and any others you have attended plus your major and minor at each one: (If you are undecided use UN to indicate undecided for major and/or for minor):

	Name of Institution	Major	Minor
Current:			
	_____	_____	_____
Previous:			
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

3. If you are not attending a school, university, or college now but you have attended since graduation, what is the name of the institution(s)?

	Name of Institution	Major	Minor
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

APPENDIX A

If you are attending a training program or pursuing additional education from an institution that <u>does not</u> issue a degree please answer questions 10-13, otherwise go to question 14.

10. What is your area of study? (Please specify)

_____

11. How long have you been in this program?

_____

12. Do you plan on entering a university or college after this program? (Check one)

___ 1. Yes
___ 2. No
___ 3. I don't know at this time

13. If you answered yes to question 12, what major area of study will you pursue? (Please specify)

_____

14. What type of job would you like to secure when you <u>finish</u> studying and/or graduate? (Check one)

___ 1. Caring for people or animals
___ 2. Musical and entertainment activities
___ 3. Artistic work
___ 4. Communications work
___ 5. Promotional activities
___ 6. Number work
___ 7. Inspecting and measuring
___ 8. Clerical work
___ 9. Manual work
___ 10. Machine work
___ 11. Craftsmanship
___ 12. Skilled operation, repair, or installation of precision equipment
___ 13. Serving personal needs of people
___ 14. Providing skilled services for people
___ 15. Waiting on customers
___ 16. Selling and merchandising work
___ 17. Managerial work
___ 18. Teaching

15. If you are currently employed, are you in the same general area you planned while in the CAS program? (Check one)

___ 1. Yes ... If yes, answer questions 16, 17, and 18
___ 2. No ... If no, please skip questions 16, 17, and 18

20. If presently in a training program, school or college, what is the single most serious educational problem that you have met since graduation? (Check one)

___ 1. Lacked the necessary educational skills
___ 2. Money problems
___ 3. Prejudice and/or discrimination (e.g., sex, race, age, etc.)
___ 4. Unable to establish goals
___ 5. Unable to establish a plan
___ 6. Unable to follow plans to accomplish goals
___ 7. Disappointed with choice of school or educational program
___ 8. Other: (Please specify) _____
___ 9. No educational problem

21. What course or courses of study did you follow while at the CAS and indicate the number of years you pursued each? (Check as many as apply and indicate the number of years for each.)

		Number of Years
___	1. Visual arts	_____
___	2. Dance	_____
___	3. Global studies	_____
___	4. Language arts	_____
___	5. Mathematics/science	_____
___	6. Instrumental music	_____
___	7. Voice/keyboard	_____
___	8. Theatre	_____

22. While in the CAS program did your course of study change? (For example: You entered the program in math/science and later changed to instrumental music.) (Check one)

___ 1. Yes ... If yes, answer questions 23 and 24
___ 2. No

23. Which response best describes why you changed your course of study? (Check one)

___ 1. Classes were too difficult
___ 2. Classes were boring
___ 3. Didn't particularly like the teachers
___ 4. At first I liked the course of study and later did not
___ 5. If I followed my initial course of study I would not earn the amount of money desired
___ 6. I knew no one else who was following my course of study
___ 7. The grades I received in the first few courses were not as good as I wanted them to be
___ 8. The initial course of study conflicted with the home school's schedule
___ 9. Other: (Please specify) _____

24. Did someone in the CAS program encourage or recommend that you change your course of study? (Check one)

___ 1. Yes
___ 2. No ... If no, skip questions 25 and 26

30. Did you have a mentor, a person who guided you, or took a personal interest in you while you were in the CAS program? (Check one)

___ 1. Yes ... If yes, how many? _____
___ 2. No

31. Which of the following individuals was this mentor? (Check all that apply)

___ 1. A CAS building administrator
___ 2. Counselor
___ 3. Teacher
___ 4. A student who was in the program before me
___ 5. A student who was in the program during the same time as I
___ 6. Other: Who? _____

32. Does this mentor still provide encouragement and guidance in your present endeavor(s)? (Check one)

___ 1. Yes
___ 2. No

33. Please list three or more major strengths of the CAS program.

1. _____
2. _____
3. _____

34. Please list three or more ways the CAS program could be improved. Be specific!

1. _____
2. _____
3. _____

35. Briefly specify what you plan to be doing professionally in <u>ten</u> years.

_____
_____
_____

36. We do want to stay in contact with you and all your classmates from the CAS. Please provide us with a name and address of someone who will be able to forward correspondence to you.

_____
_____
_____

THANK YOU AGAIN FOR YOUR TIME AND EFFORT!

APPENDIX B

550 Millard
Saginaw, Michigan 48607
(517)776-0200

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Foster B. Gibbs, Ph.D., Superintendent

March 30, 1990

Dear 1989 CAS Graduate:

We're still waiting to hear from you.

Remember that questionnaire from the Saginaw Public Schools you found in your mailbox a few weeks ago that asked you about your experiences during and following graduation? If you haven't gotten around to filling it out, please take a few minutes to do so. If you lost it at the beach, used it for a napkin by mistake, or just forgot where you put it, you're in luck. We've enclosed another one with this letter, along with a stamped pre-addressed envelope.

It's important to keep in mind that all your responses will remain confidential and will be grouped with all other CAS graduates.

One added benefit of returning your questionnaire as quickly as possible is that you won't get another one of these letters.

Your responses are important. They will help us keep the Saginaw Schools up to date. So let us hear what you have to say.

Sincerely,

Foster B. Gibbs

Foster B. Gibbs
Superintendent of Schools

FBG/gal

Enclosure

Board of Education
James W. Woolfolk, President Ruben Daniels, Vice-President Ruth A. Braun, Secretary Richard J. Stringer, Treasurer
Michael L. Kiefer, Trustee Thomas S. Tilot, Trustee Hazel R. Wilson, Trustee

APPENDIX C

A FOLLOW-UP STUDY OF THE 1989 GRADUATES FROM
THE CENTER FOR THE ARTS AND SCIENCES (CAS)

04/27/90

APPENDIX C

A FOLLOW-UP STUDY OF 1989 GRADUATES FROM THE CENTER FOR THE ARTS AND SCIENCES (CAS)
(N=25)

1. Which of the following categories best describes what you **primarily** are doing now? (Check one)

		Number	Percent
___ 1.	In school, college, or a training program full-time	22	88.0
___ 2.	In school, college, or a training program part-time	1	4.0
___ 3.	Employed, full-time (30 or more hours per week)	2	8.0
___ 4.	Employed, part-time (less than 30 hours per week)	0	0.0
___ 5.	In the military service	0	0.0
___ 6.	Unemployed, seeking employment	0	0.0
___ 7.	Unemployed, not seeking employment	0	0.0
___ 8.	Laid off	0	0.0
___ 9.	Homemaker	0	0.0
___ 10.	Other: (Please specify)	0	0.0

2. If you are currently attending a school, university, or college please list the name of that institution and any others you have attended plus your major and minor at each one: (If you are **undecided** use **UN** to indicate **undecided** for major and/or for minor):

Name of Institution		
Current:		
Delta College	5	20.0
Western Michigan University	5	20.0
Michigan Technical University	3	12.0
University of Michigan	3	12.0
Central Michigan University	1	4.0
Northwood Institute	1	4.0
Ferris State University	1	4.0
Wright State University	1	4.0
Catholic University of America	1	4.0
Savannah College of Art and Design	1	4.0
Saginaw Valley State University	1	4.0
Alma College	1	4.0
Indiana University	1	4.0

Name of Institution	Number	Percent
Previous:		
Valparaiso University	1	100.0

2. (cont.)

Name of Curriculum	Major Number	Major Percent	Minor Number	Minor Percent
Theatre	2	8.0	1	5.6
Broadcasting	1	4.0	0	0.0
Fashion	1	4.0	0	0.0
Marketing/Management	0	0.0	1	5.6
Science	1	4.0	1	5.6
Technical Communication	0	0.0	1	5.6
Dental Assisting	1	4.0	0	0.0
Psychology	0	0.0	1	5.6
Computer Science	1	4.0	0	0.0
Math	0	0.0	1	5.6
Elementary Education	1	4.0	0	0.0
Mechanical Engineering	1	4.0	0	0.0
Physcotherapy	1	4.0	0	0.0
Motion Picture Production	1	4.0	0	0.0
Photography	0	0.0	2	11.1
Nursing	1	4.0	0	0.0
Criminal Justice	1	4.0	0	0.0
Musical Education	2	8.0	1	5.6
English	1	4.0	1	5.6
Drama	1	4.0	0	0.0
Civil Engineering	1	4.0	0	0.0
Vocal Musical	1	4.0	0	0.0
Graphic Design	1	4.0	0	0.0
Business/Music	1	4.0	0	0.0
Economics	0	0.0	1	5.6
Voice	0	0.0	1	5.6
Jazz Studies	1	4.0	0	0.0
Undecided	3	12.0	6	33.3

Name of Curriculum	Major Number	Major Percent	Minor Number	Minor Percent
Previous:				
Nursing	1	100.0	0	0.0

3. If you are not attending a school, university, or college now but you have attended since graduation, what is the name of the institution(s)?

Name of Institution	Major Number	Major Percent	Minor Number	Minor Percent
1.	0	0.0	0	0.0
2.	0	0.0	0	0.0

4. If you are currently attending a school, university, or college that awards a degree, towards what degree are you working? (Check one)

___ 1.	Associate of Arts (A.A.)	4	16.0
___ 2.	Bachelor of Science (B.S.)	7	28.0
___ 3.	Bachelor of Arts (B.A.)	14	56.0
___ 4.	Other: (Please specify)	0	0.0

APPENDIX C

		Number	Percent
5.	What major field of study are you pursuing? (Check one)		
___ 1.	Business	1	4.0
___ 2.	Commercial Arts and Communication	3	12.0
___ 3.	Construction, Industrial, and Skill Trades	0	0.0
___ 4.	Education	5	20.0
___ 5.	Engineering and Architecture	2	8.0
___ 6.	Fine Arts and Letters	8	32.0
___ 7.	Law and Government	2	8.0
___ 8.	Medicine and Health Services	2	8.0
___ 9.	Science and Agriculture	1	4.0
___ 10.	Social Services	1	4.0
___ 11.	Transportation	0	0.0
___ 12.	Other: (Please specify)	0	0.0
6.	If you have identified a field of study, how long have you been studying in this area? (Check one)		
___ 1.	Less than one year	17	68.0
___ 2.	One to two years	3	12.0
___ 3.	Two to three years	0	0.0
___ 4.	Other: (Please specify)		
	Three and one half years	1	4.0
	Four to five years	1	4.0
	Six and three fourths years	1	4.0
___ 5.	No response	2	8.0
7.	Do you plan to pursue an additional degree after you complete your present program? (Check one)		
___ 1.	Yes	11	44.0
___ 2.	No	1	4.0
___ 3.	I don't know at this time.	13	52.0
8.	If you checked yes to question 7, what degree do you ultimately wish to attain? (Check one)		
___ 1.	Bachelor of Arts of Science (B.A. or B.S.)	1	9.1
___ 2.	Master of Arts or Science (M.A. or M.S.)	3	27.3
___ 3.	Master of Fine Arts (M.F.A.)	5	45.4
___ 4.	Master of Business Administration (M.B.A.)	0	0.0
___ 5.	Master of Social Work (M.S.W.)	0	0.0
___ 6.	Doctor of Fine Arts (D.F.A.)	0	0.0
___ 7.	Juris Doctor (J.D.)	0	0.0
___ 8.	Doctor of Philosophy or Education Doctor (Ph.D. or Ed.D.)	2	18.2
___ 9.	Doctor of Medicine (M.D.)	0	0.0
___ 10.	Other: (Please specify)	0	0.0
9.	If you checked yes to question 7, what major area of study will you pursue? (Please specify)		
	Mass Media Communications	1	9.1
	Theatre	1	9.1
	English	1	9.1
	Medicine and Health Studies (Health System Management)	1	9.1
	Early Childhood Development	1	9.1
	Music	1	9.1
	International Affairs	1	9.1
	Motion Picture Production	1	9.1
	Educational Reform	1	9.1
	Music Education/Voice	1	9.1
	Jazz Studies	1	9.1

	Number	Percent

If you are attending a training program or pursuing additional education from an institution that <u>does not</u> issue a degree please answer questions 10-13, otherwise go to question 14.

10. What is your area of study? (Please specify)

1.	0	0.0
2.	0	0.0

11. How long have you been in this program?

1.	0	0.0
2.	0	0.0

12. Do you plan on entering a university or college after this program? (Check one)

____	1. Yes	0	0.0
____	2. No	0	0.0
____	3. I don't know at this time	0	0.0

13. If you answered yes to question 12, what major area of study will you pursue? (Please specify)

1.	0	0.0
2.	0	0.0

14. What type of job would you like to secure when you <u>finish</u> studying and/or graduate? (Check one)

____	1. Caring for people or animals	1	4.0
____	2. Musical and entertainment activities	5	20.0
____	3. Artistic work	2	8.0
____	4. Communications work	2	8.0
____	5. Promotional activities	0	0.0
____	6. Number work	0	0.0
____	7. Inspecting and measuring	0	0.0
____	8. Clerical work	0	0.0
____	9. Manual work	0	0.0
____	10. Machine work	0	0.0
____	11. Craftsmanship	0	0.0
____	12. Skilled operation, repair, or installation of precision equipment	0	0.0
____	13. Serving personal needs of people	0	0.0
____	14. Providing skilled services for people	4	16.0
____	15. Waiting on customers	0	0.0
____	16. Selling and merchandising work	1	4.0
____	17. Managerial work	1	4.0
____	18. Teaching	7	28.0
____	19. No response	2	8.0

		Number	Percent
15.	If you are currently employed, are you in the same general area you planned while in the CAS program? (Check one)		
___	1. Yes ... If yes, answer questions 16, 17, and 18	4	16.0
___	2. No ... If no, please skip questions 16, 17, and 18	13	52.0
___	3. No response	8	32.0
16.	Are you employed currently full-time (30 or more hours per week) and/or part-time (less than 30 hours per week)? (Check one)		
___	1. Full-time	1	25.0
___	2. Part-time	2	50.0
___	3. Both Full- and Part-time	1	25.0
17.	If you are currently employed, what is your current job category? (Check one)		
___	1. Caring for people or animals	0	0.0
___	2. Musical and entertainment activities	0	0.0
___	3. Artistic work	0	0.0
___	4. Communications work	0	0.0
___	5. Promotional activities	0	0.0
___	6. Number work	0	0.0
___	7. Inspecting and measuring	0	0.0
___	8. Clerical work	1	25.0
___	9. Manual work	0	0.0
___	10. Machine work	0	0.0
___	11. Craftsmanship	0	0.0
___	12. Skilled operation, repair, or installation of precision equipment	0	0.0
___	13. Serving personal needs of people	0	0.0
___	14. Providing skilled services for people	2	50.0
___	15. Waiting on customers	1	25.0
___	16. Selling and merchandising work	0	0.0
___	17. Managerial work	0	0.0
___	18. Teaching	0	0.0
___	19. No response	0	0.0
18.	Is what you are now **primarily** doing on the same career path you planned in high school? (Check one)		
___	1. Yes	3	75.0
___	2. No ... If no, why not?		
	I was planning on being at a 4 year college away from home	1	25.0

APPENDIX C

		Number	Percent
19.	What is the single most serious personal problem that you have met since graduation? (Check one)		
___ 1.	Unable to find any significant activities where my creativity can be expressed	2	8.0
___ 2.	Unable to find any friends or companions who stimulate me intellectually	1	4.0
___ 3.	Lacked the stamina to deal with the stigma or pressure of being intellectually or creatively superior	0	0.0
___ 4.	My immediate family's expectations for me are too high		
___ 5.	I am worried that I will not be as successful as people (family, friends and/or past/ present educators) want me to be	7	28.0
___ 6.	I impose too much pressure on myself to succeed	6	24.0
___ 7.	I do not want to be intellectually or creatively superior	0	0.0
___ 8.	Other: (Please specify)		
	No real problem	2	8.0
	No time for a social life	2	8.0
	Lack of money	1	4.0
	Will I have a good job when I graduate	1	4.0
	Not enough performances to play	1	4.0
___ 9.	No response	2	8.0

20.	If presently in a training program, school or college, what is the single most serious educational problem that you have met since graduation? (Check one)		
___ 1.	Lacked the necessary educational skills	0	0.0
___ 2.	Money problems	8	32.0
___ 3.	Prejudice and/or discrimination (e.g., sex, race, age, etc.)	0	0.0
___ 4.	Unable to establish goals	0	0.0
___ 5.	Unable to establish a plan	1	4.0
___ 6.	Unable to follow plans to accomplish goals	1	4.0
___ 7.	Disappointed with choice of school or educational program	0	0.0
___ 8.	Other: (Please specify)		
	Can't get motivated	1	4.0
	General education classes	1	4.0
	Time to work, study, socialize and sleep	1	4.0
___ 9.	No educational problem	10	40.0
___ 10.	No occupational problem	0	0.0
___ 11.	No response	2	8.0

21. What course or courses of study did you follow while at the CAS and indicate the number of years you pursued each? (Check as many as apply and indicate the number of years for each.)

		Average Number of Years		
___ 1.	Visual arts	2.5	5	17.2
___ 2.	Dance	2.0	2	6.9
___ 3.	Global studies	5.0	1	3.4
___ 4.	Language arts	3.7	3	10.3
___ 5.	Mathematics/science	6.9	4	13.8
___ 6.	Instrumental music	3.5	2	6.9
___ 7.	Voice/keyboard	1.6	6	20.7
___ 8.	Theatre	4.4	6	20.7

		Number	Percent
22.	While in the CAS program did your course of study change? (For example: You entered the program in math/science and later changed to instrumental music.) (Check one)		
___	1. Yes ... If yes, answer questions 23 and 24	4	16.0
___	2. No	21	84.0
23.	Which response best describes why you changed your course of study? (Check one)		
___	1. Classes were too difficult	0	0.0
___	2. Classes were boring	0	0.0
___	3. Didn't particularly like the teachers	1	25.0
___	4. At first I liked the course of study and later did not	1	25.0
___	5. If I followed my initial course of study I would not earn the amount of money desired	0	0.0
___	6. I knew no one else who was following my course of study	0	0.0
___	7. The grades I received in the first few courses were not as good as I wanted them to be	0	0.0
___	8. The initial course of study conflicted with the home school's schedule	0	0.0
___	9. Other: (Please specify)		
	Wanted to pursue a different course	1	25.0
	Changed interest	1	25.0
24.	Did someone in the CAS program encourage or recommend that you change your course of study? (Check one)		
___	1. Yes	1	25.0
___	2. No ... If no, skip questions 25 and 26	3	75.0
25.	Check the one person who most encouraged or recommended the change:		
___	1. Administrator at the home school	0	0.0
___	2. Administrator at CAS	0	0.0
___	3. Counselor at the home school	0	0.0
___	4. Counselor at CAS	0	0.0
___	5. Teacher at the home school	0	0.0
___	6. Teacher at CAS	1	100.0
___	7. A classmate at the home school	0	0.0
___	8. A classmate at CAS	0	0.0
___	9. Parent/guardian	0	0.0
___	10. Another person not in the school	0	0.0
___	11. Other: (Please specify)	0	0.0

		Number	Percent
26.	If you changed your course of study were you satisfied with the change? (Check one)		
___	1. Yes	1	100.0
___	2. No ... Briefly explain why not.	0	0.0
27.	How would you best describe your present involvement in any social, service, professional, or civic activities? (Check one)		
___	1. I am involved in many activities	3	12.0
___	2. I am involved in a fair amount (over 2) of activities	13	52.0
___	3. My activities are few (1 or 2) in number	7	28.0
___	4. I am not involved in any activities	2	8.0
28.	While in the CAS program how would you describe your participation in out-of-school activities either at the CAS and/or at your home school? (Check one)		
___	1. I was involved in a large number of activities (5 or more)	6	24.0
___	2. I was involved in some activities (3 or 4)	10	40.0
___	3. I was involved in basically 1 or 2 activities	6	24.0
___	4. I was not involved in any out-of-school activities*	3	12.0
	*If this is checked, please answer question 29.		
29.	Which answer best describes why you were not involved in any out-of-school activities? (Check one)		
___	1. My academic schedule did not permit me to spend time with out-of-school activities	0	0.0
___	2. At the time no out-of-school activities were of interest to me	0	0.0
___	3. I had responsibilities at home which came first	0	0.0
___	4. I had a part-time job	1	33.3
___	5. My parents did not permit me to get involved in any out-of-school activities	0	0.0
___	6. No one encouraged or recommended that I become involved in any out-of-school activities	0	0.0
___	7. I never really thought about getting involved	2	66.7
___	8. Other: (Please explain)	0	0.0

		Number	Percent

30. Did you have a mentor, a person who guided you, or took a personal interest in you while you were in the CAS program? (Check one)

___	1.	Yes ... If yes, how many? ___		
		1	9	36.0
		2	3	12.0
		3	4	16.0
		4	0	0.0
		5	0	0.0
		6	1	4.0
		No response	1	4.0
___	2.	No	6	24.0
___	3.	No response	1	4.0

31. Which of the following individuals was this mentor? (Check all that apply)

___	1.	A CAS building administrator	0	0.0
___	2.	Counselor	2	6.4
___	3.	Teacher	16	51.6
___	4.	A student who was in the program before me	2	6.4
___	5.	A student who was in the program during the same time as I	3	9.7
___	6.	Other: Who?		
		Parent	2	6.4
___	7.	No response	6	19.4

32. Does this mentor still provide encouragement and guidance in your present endeavor(s)? (Check one)

___	1.	Yes	16	88.9
___	2.	No	2	11.1

APPENDIX C

33. Please list three or more major strengths of the CAS program.

	Number
• Better educational programs and enhanced opportunities than my home school offered	6
• Provides one on one between students and teachers/personal interest	6
• Staff/caring teachers	5
• Provides students with a broad area of intellectual and artistic stimulation	4
• Being with young adults that you can relate with	3
• I was able to excel in a class I enjoyed	3
• Was a feeling of closeness or a family like environment	3
• The CAS program had a relaxed, friendly and easy-to-learn in atmosphere	3
• I learned more than if I had taken courses at my high school	2
• Classes aren't crowded	2
• I was able to meet many different people from a variety of different schools and backgrounds	2
• Easier mesh with college	2
• Allowed me to learn more at a pace more suited to my abilities	2
• I was able to perform in front of others and entertain them. This allowed me to become more outgoing	2
• It enabled me to get a lot of experience in the theatre field	1
• You're with other students who care about their education	1
• Not structured like most schools	1
• The opportunity to use many different kinds of materials and enter contests	1
• The teachers get their students involved in out of school activities	1
• I have come to appreciate the significance of the arts	1
• To go to school for 1/2 day and receive such intense study	1
• Hands on experience	1
• Every area was more advanced and creative than any other school	1
• Gives responsibility	1
• Has a good reputation	1
• A very good and stable reference for me and the career I wish to pursue	1
• Independence from other schools	1
• Advanced placement credits	1
• Introduction to various cultural things	1
• Accelerated study at the same level I was	1
• Chance to explore and see what else is out there to learn	1
• Living Arts program	1
• The School works to unite the different classes through assemblies, etc.	1
• Exposure to Fine Arts	1
• Knowledge of teachers	1
• No comment	2

34. Please list three or more ways the CAS program could be improved. Be specific!

	Number
Class Improvements	
• Too segregated between classes, not enough social opportunity between different classes of study	3
• Be more selective of students who are allowed to enter	3
• Give the students more freedom and chances at independent study	2
• A full transcript for all areas of study.	2
• Combine classes. (e.g. in performing arts their are 3 parts music, theater and dance, why separate them?	1
• Get a computer department (IBM)	1
• Integrate computes into math/science	1
• They should expand to an all day program and offer the same training offered in general education courses	1
• Reduce class size	1
• Increase programing that brings problems together instead of coming to the CAS to "specialize" people	1
• Not upper class based, too many lower classman, the program doesn't encourage/support containing through graduation	1
• Have the dance department enter more competition	1
• I believe everyone should get a chance to sing and perform, even if it's just in front of the class	1
• I hope the CAS will add more programs, such as classical orchestra and make voice/keyboard two separate programs	1
• Have more out of class experiences	1
• New equipment for music students	1
Staff Improvements	
• Get the new administration to loosen up!	2
• Teachers and staff should be more understanding of outside and extra curricular activities	2
• Teachers and counselors shouldn't show special attention to favorite students	2
• Increase pride in the schools as a whole, make it a school rather than a class	2
• Eliminate your "Intellectually and creatively superior" attitude	1
• More effective office staff excluding secretaries and Birdsall	1
• More cooperation in dealing with students, with home schools and the CAS	1
• Because it's a relatively small school, teachers and counselors should get to know students better	1
• The CAS staff shouldn't downgrade the home schools and cooperate with them more	1
• Make sure the teachers are top quality	1
• Advise teachers to change the curriculum every three years to keep the program interesting	1
Building Improvements	
• Seating area in the theater program could be more comfortable	1
• Transportation from my home school was not provided	1
• Let other schools outside of Saginaw know about the CAS. (e.g. I went to Bridgeport and had a hard time finding out about and getting into the CAS.)	1
• Don't let the "free" creative atmosphere at the CAS disappear it seems like it's turning into a "regular" school, stop that!	1
• Improve lighting, public speaking, etc.	1
• The theater department needs to be a bit more organized	1
• Library is too small, resources inadequate	1
• Building is inadequate, too small, no room to grow especially in the auditorium	1
• No response	5

35. Briefly specify what you plan to be doing professionally in ten years.

	Number
• Finish with my masters in both mass media and theatre. Working either at a TV studio as a broadcaster or in some field in the theater	1
• After graduating in my special field, I hope to have a stable job in which I'm happy doing	1
• Hope to own a health and beauty spa	1
• Teaching - most likely in an English and writing class and maybe publishing, some writing	1
• Hopefully, I will have a good job as a dental assistant and my degree in health systems management. This will give me a better job title and make me more marketable	1
• Making a lot of money at whatever I feel like doing with computers	1
• I should be teaching in an elementary school, grade K-3	1
• Working for a large company designing and/or constructing prototypes	1
• Working as a physical therapist at a large hospital	1
• Become a professional motion picture writer/director and own my own "working" studio	1
• Working in some aspect of international relations, either in diplomacy/government, nonprofit organization or university records	1
• Writing novels and short stories and/or writing advertising copy	1
• Career in environmental engineering and moving up into management positions	1
• Working and married	1
• Have a career performing as a professional vocal performer or teaching secondary education in a performing arts class	1
• Head of security for a major corporation	1
• Still plan to be involved in theater	1
• Working as a graphic designer or photographer	1
• To work in the commercial arts field as an illustrator designer	1
• Teaching music and maybe go back for my masters to teach at a college level	1
• Be involved in the entertainment business as a performer guitarist/song writer as well as on the business end. Own my own publishing and production company	1
• Either teaching others about changing our life-styles and attitudes or to save the environment from absolute destruction or enacting legislation that will provide for this	1
• Start teaching, living in a studio apartment, entertaining in a small jazz club in the heart of Atlanta Georgia	1
• I plan to be teaching at a university and performing with various groups	1